

Family and Consumer Sciences Education

Apparel Design &  
Merchandising

Activity/Resource Guide  
August, 1999

Grades 11-12

*Developed by*

The University of Idaho

Family and Consumer Sciences

for

**Idaho Division of Professional-Technical Education**

**August, 1999**

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Mike Rush, State Administrator  
Idaho Division of Professional-Technical Education

Nancy Walker, Program Manager  
Family and Consumer Sciences Education  
(208) 334-3216

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## **Introduction**

The purpose of these materials is to assist in the development of and provide guidance to teachers for the Apparel Design and Merchandising course. It is hoped that teachers will use these activities as a basis for planning an experience that exposes students to knowledge and skills common to Apparel Design and Merchandising.

This course will:

- . Analyze Apparel and Fashion
- . Analyze the Textile and Apparel Industries
- . Examine Fiber and Textile Product Materials
- . Illustrate Apparel Design Skills
- . Demonstrate Techniques to Produce, Alter, and Repair Textile Products
- . Analyze Personal and Industry Apparel Consumer Strategies
- . Analyze Career Options within the Textile and Apparel Industries

### **What does a Typical Classroom Look Like?**

There should be enough room for tables, chairs, equipment, and lab stations, because this course emphasizes full-class participation, teamwork, and individual projects and/or study. Accommodations should be made for work stations with electrical outlets. There should be enough storage space to contain resources, display activities, materials, software, and unfinished projects.

Both reusable and consumable instructional materials are generally used in this experience. If there is not enough money in the school budget to purchase materials, equipment, and books, outside funding and/or in-kind services may be required. Some teachers may need to develop classroom materials themselves. If so, adequate time for developing the materials should be allowed.

Equipment might include an overhead projector, computers, videos/VCR's, camcorders, microcomputer courseware, and video courseware. Special locks or other security precautions may need to be taken to protect equipment.

The teacher is the instructional facilitator and the manager of the classroom environment and resources. He/she helps students identify instructional goals and creative activities, moves about the classroom observing and giving assistance, and works with other teachers to plan and deliver the curriculum. The students are active rather than passive learners. They do individual and group work. They develop skills through hands-on activities, test theories, and relate and/or apply what they learn. The classroom is always alive with activity, sounds, and conversation. The purpose of this curriculum is to help students make connections. The one condition that makes this happen is teachers planning and teaching together. Teachers can work together to integrate the curriculum.

At least one teacher on the team is vocationally certified in Family and Consumer Sciences. The teachers should regularly attend in-service activities and conferences to update and upgrade teaching and content knowledge. Internships for the instructors are recommended to keep current in business and industry techniques.

## Sample Activities

The following activities, in addition to other activities and lessons, can be used as supplements to the curriculum framework to teach the competencies. These activities may be used as written or adapted to meet the needs and abilities of individual students. Teachers should consider other combinations and activities.

Activity 1	Wonderful Wearables
Activity 2	U.S. Consumer Product Safety Commission
Activity 3	Textiles– From the Plant to the Consumer
Activity 4	The Fashion Movement
Activity 5	Wall Street “Warriors” Investment Club
Activity 6	Do You Think Our School Should Adopt a Dress Code?
Activity 7	Costume Building with Recyclable Materials
Activity 8	Guess the Career
Activity 9	Find Someone Who...
Activity 10	Learning About Cultural Dress: Making and Using Salt Dough Human Puppets
Activity 11	Closet Cues: Care Labels & Your Clothes
Activity 12	What Happened to Color?
Activity 13	Illustrated Talk
Activity 14	Entrepreneurship
Activity 15	Applied Technology
Activity 16	Interpersonal Communications
Activity 17	Skills for Life
Activity 18	Focus on Children
Activity 19	Job Interview
Activity 20	Alternative Assessment Activities

The following activities correspond with the Apparel Design and Merchandising curriculum framework competencies. This is *only* a guide. The list does not limit other possible combinations and should only be used as a reference. This chart shows which sample activities help teach more than one competency and also the variety of activities for a particular competency.

<b>Competencies</b>	<b>Sample Activity</b>
<b>01. Analyze Apparel and Fashion</b>	13
01.01 Analyze the Meaning of Apparel and Fashion	1, 6, 10
01.02 Examine the Impact of Fashion Trends and Forecasting on Clothing	1, 4, 5, 6, 10
01.03 Describe Garment Styles and Features	1, 4, 6, 7, 10, 11, 12
<b>02. Analyze the Textile and Apparel Industries</b>	14
02.01 Examine the Development of the Fashion Industry	4
02.02 Explore the Textile Industry	3, 5
02.03 Examine the Apparel Production, Promotion, and Retailing Industries	2, 3, 5, 8
<b>03. Examine Fiber and Textile Product Materials</b>	15
03.01 Describe the Physical and Chemical Properties of Fibers	3
03.02 Examine Fabric Construction Techniques	1, 2, 3, 10
03.03 Examine Fabric Finishes and Dyes	1, 2, 3, 10, 11

<b>04.</b>	<b>Illustrate Apparel Design Skills</b>	16
04.01	Explore the Effect of Color as an Element	1, 4, 7, 10, 12
04.02	Examine the Effects of Elements and the Principles of Design	4, 6, 10, 12
04.03	Demonstrate the Use of Art Principles and Elements of Design	1, 4, 7, 10, 12
04.04	Assemble a Visual Presentation Using Representational Form	12
<b>05.</b>	<b>Demonstrate Techniques to Alter, Produce, or Repair Textile Products and Apparel</b>	17
05.01	Develop Skills in the Use of Construction Equipment and Tools	7, 10
05.02	Construct a Project Using a Pattern	10
05.03	Develop Apparel Repair, Alteration, or Recycling Techniques	7
<b>06.</b>	<b>Examine Apparel Selection, Care, and Consumer Strategies</b>	18
06.01	Explore Methods for Enhancing Personal and Professional Appearance	6, 11, 12
06.02	Develop Skills of Wardrobe Planning	12
06.03	Evaluate Quality of Apparel and Textile Products	2, 11
06.04	Examine Strategies for Becoming a Well-Informed Consumer	2, 5, 11, 12
06.05	Examine Apparel for Infants and Children	2
06.06	Examine Apparel for Individuals with Special Needs	2



06.07	Demonstrate Proper Clothing Care Techniques	11
<b>07.</b>	<b>Analyze Career Options Within the Textiles and Apparel Industry</b>	19
07.01	Explore Occupations in the Textile and Apparel Industries	3, 5, 8, 9
07.02	Explore Skills in Training for Occupations in the Textiles and Apparel Industries	3, 9
07.03	Examine Entrepreneurship Opportunities	5

## 01. Analyze Apparel and Fashion

Competencies	Activities
01.01 Analyze the meaning of apparel and fashion	1, 6, 10
01.02 Examine the impact of fashion trends and forecasting on clothing	1, 4, 5, 6, 10
01.03 Describe garment styles and features	1, 4, 6, 7, 10, 11, 12

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## RESOURCES

### Web Sites

- # The Costume Site  
[www.milieux.com/costume](http://www.milieux.com/costume)
- # Style Experts  
[www.styleexperts.com](http://www.styleexperts.com)  
(Advice columns from a variety of fashion experts)
- # Bazaar on Style  
[www.bazaar411.com/onstyle/frameset.html](http://www.bazaar411.com/onstyle/frameset.html)
- # Pageantry  
[www.pageantrymagaizen.com](http://www.pageantrymagaizen.com)
- # Bad Fads Museum  
[www.badfads.com/home.html](http://www.badfads.com/home.html)
- # Answer Sleuth  
[www.answersleuth.com/new3/fashion.shtml](http://www.answersleuth.com/new3/fashion.shtml)

## 02. Analyze the Textile and Apparel Industries

Competencies	Activities
02.01 Examine the development of the fashion industry	4
02.02 Explore the textile industry	3, 5
02.03 Examine the apparel production, promotion, and retailing industries	2, 3, 5, 8

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## RESOURCES

### Web Sites

- # Style  
[www.lorel.com/~ideas/style/style.html](http://www.lorel.com/~ideas/style/style.html)
- # American Apparel Manufacturers Association  
[www.americanapparel.org](http://www.americanapparel.org)
- # Fabric Link  
[www.fabriclink.com/](http://www.fabriclink.com/)
- # Patagonia  
[www.patagonia.com/main.ehtml?section=main](http://www.patagonia.com/main.ehtml?section=main)  
("How to Seed a Dress" and other production stories)
- # Textile Book Directory  
[www.cs.ruu.nl/wais/html/na-dir/crafts/textiles/books/.html](http://www.cs.ruu.nl/wais/html/na-dir/crafts/textiles/books/.html)

### 03. Examine Fiber and Textile Product Materials

Competencies	Activities
03.01 Describe the physical and chemical properties of fibers	3
03.02 Examine fabric construction techniques	1, 2, 3, 10
03.03 Examine fabric finishes and dyes	1, 2, 3, 10, 11

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## RESOURCES

### Web Sites

- # Textiles and Apparel Program Development Aids  
[www.cce.cornell.edu/home/clothing/txa-materials.html](http://www.cce.cornell.edu/home/clothing/txa-materials.html)  
(Department of Textiles and Apparel (TXA) provides educational program aids for loan and/or purchase)
- # Simplicity  
[www.simplicity.com/](http://www.simplicity.com/)  
(Free patterns available)
- # Fabric Conversion Chart  
[www.geocities.com/Heartland/4456/fabricinfo.html](http://www.geocities.com/Heartland/4456/fabricinfo.html)
- # Palmer/Pletsch  
[www.palmerpletsch.com](http://www.palmerpletsch.com)  
(Instructional materials available)

### Contacts

- # Free Stuff  
Prime Publishing, Inc. Dpt XBW199  
1954 First St. PO Box 663  
Highland Park, IL 60035-0663  
[www.ppi-free.com/freestf3.htm](http://www.ppi-free.com/freestf3.htm)  
(Free materials and resources)

#### **04. Illustrate Apparel Design Skills**

<b>Competencies</b>	<b>Activities</b>
04.01 Explore the effect of color as an element	1, 4, 7, 10, 12
04.02 Examine the effects of elements and principles of design	4, 6, 10, 12
04.03 Demonstrate use of art principles and elements of design	1, 4, 7, 10, 12
04.04 Assemble a visual presentation using representational form	12

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#### **RESOURCES**

##### **Web Sites**

- # Crayola  
[www.crayola.com](http://www.crayola.com)
- # Visual Elements & Principles of Art and Design  
[www.bced.gov.bc.ca/irp/visart810/10visec.htm](http://www.bced.gov.bc.ca/irp/visart810/10visec.htm)  
(Suggested learning instruction and assessment strategies in the use of art principles and elements of design)
- # Visual Literacy  
[www.educ.kent.edu/27400/vloldesign/index.html](http://www.educ.kent.edu/27400/vloldesign/index.html)  
(Pictorial representations of design elements and principles)

**05. Demonstrate Techniques to Alter, Produce, or Repair Textile Products and Apparel**

Competencies	Activities
05.01 Develop skills in the use of construction equipment and tools	7, 10
05.02 Construct a project using a pattern	10
05.03 Develop apparel repair, alteration, or recycling techniques	7

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**RESOURCES**

**Web Sites**

- # Textile and Apparel Waste Handlers and Recyclers  
[www.fes.uga.edu/tmi/wastedb](http://www.fes.uga.edu/tmi/wastedb)
- # Nancy's Notions  
[www.nancysnotions.com/index.html](http://www.nancysnotions.com/index.html)  
(Video library and information from the PBS show, Sewing with Nancy)
- # Home Sewing Association  
[www.sewing.org](http://www.sewing.org)  
(Full of tips, press releases, discussion, free projects, and other resources)

## 06. Examine Apparel Selection, Care, and Consumer Strategies

Competencies	Activities
06.01 Explore methods for enhancing personal and professional appearance	6, 11, 12
06.02 Develop skills of wardrobe planning	12
06.03 Evaluate quality of apparel and textile products	2, 11
06.04 Examine strategies for becoming a well-informed consumer	2, 5, 11, 12
06.05 Examine apparel for infants and children	2
06.06 Examine apparel for individuals with special needs	2
06.07 Demonstrate proper clothing care techniques	11

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## RESOURCES

### Web Sites

- # Consumer Product Safety Commission  
[www.cpsc.gov](http://www.cpsc.gov)
- # Consumer Information on Children's Sleepwear  
[www.americanapparel.org/AAMA\\_Consum\\_Info.html](http://www.americanapparel.org/AAMA_Consum_Info.html)
- # Consumer World  
<http://consumerworld.org>
- # Learn2  
[www.learn2.com/browse/sty.html](http://www.learn2.com/browse/sty.html)  
(Learn to size a belt, remove shoe cuffs, iron, and other misc. instructions)
- # Tide Clothesline  
[www.clothesline.com](http://www.clothesline.com)
- # Federal Trade Commission  
[www.ftc.gov/bcp/menu-prod.htm](http://www.ftc.gov/bcp/menu-prod.htm)

## **07. Analyze Career Options Within the Textiles and Apparel Industry**

<b>Competencies</b>	<b>Activities</b>
07.01 Explore occupations in the textiles and apparel industries	3, 5, 8, 9
07.02 Explore skills and training for occupations in the textiles and apparel industries	3, 9
07.03 Examine entrepreneurship opportunities	5

### **Resources:**

#### **Web Sites:**

- # Small Business Administration  
[www.sbaonline.sba.gov/](http://www.sbaonline.sba.gov/)
- # Textiles Inspectors, Graders and Samplers  
<http://eoa-hrhc.com/3519/4110/o9444e.htm>  
(Duties, requirements, glossary of terms and demographics)
- # 1998-99 Occupational Handbook: Apparel Workers  
[www.bls.gov/oco/ocos233.htm](http://www.bls.gov/oco/ocos233.htm)
- # Austin Classifieds  
<http://austinclassifieds.com/empl/occupations/professional/prof-design.htm>



## **WONDERFUL WEARABLES**

Give students an opportunity to understand the characteristics of fabric from various cultures and historical periods as they make paper “fabric” and create costumes, jewelry, masks and headdresses influenced by these cultures and periods

Have students look at distinctive fabric and clothing designs of various cultures such as China, Africa, India, Japan, Egypt, and Central America. Investigate the origin of the raw material, symbols, patterns, color combinations.

### **Discussion Questions:**

- T** How might contemporary or historic design be changed or embellished?
- T** Might it be another time - or another planet?
- T** What about combining designs of two different cultures?

### **Preparation and Process:**

#### **Teacher:**

Prepare a white kraft paper length by placing it under water and crumpling it twice. Flatten and dry it. Use a hair dryer to speed the drying process if necessary. Iron dry paper on low heat.

#### **Students:**

1. Brush watercolors all over the prepared paper, spreading wet, juicy color onto paper that has been dampened with water. Dry, then iron the paper again, with adult supervision.
2. Fold, gather, manipulate or cut the paper in basic costume shapes. You may want to develop costume shapes laying large paper dolls on the back of the treated paper, cutting or manipulating the paper to fit.
3. Costume pieces such as flaps and capes might be cut out and glued to basic shapes on one side only, so they can open to reveal design details beneath.

4. Embellish basic costume shapes, arrange and glue them to a mat or foam board background. A simple form can be made from a padded paper towel tube or mailing tube glued to a base. Outer shape layers might be glued on later.

**Suggestions for embellishment:**

Add fine point marker designs and iridescent acrylic paints

Use colored and watercolor pencils to add design elements

Paint a thin layer of iridescent tinting medium thinned half and half with water for shimmering effects

Add white tempera dots with a pencil tip

Paint other (crumpled or non-crumpled) papers with iridescent acrylics or fluorescent paint. Dry these, cut shapes from them and glue them to the basic costume shapes

**Extension**

Construct accessories and jewelry. Cut “jewelry” from aluminum or copper foil. Place cut shape on a pad of newspaper and press textural design into the foil with a pencil tip. “Antique” the jewelry by covering it with marker, then removing color from raised sections with steel wool. Apply modeling compound to small pieces of mat board, cut to resemble pins and pendants, then paint with acrylics. Use this compound for beads and small masks that accompany the costume. Let the compound dry for 24-48 hours before painting.

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**Activity:**

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**U.S. Consumer Product Safety Commission**

Find a clothing or textiles product in a catalog. Note the textiles composition, any finishes that have been applied, and any safety regulations placed on the product. Next find a product that is in violation of the Flammable Fabrics Act, the Consumer Product Safety Act, and any other Acts that you have discussed in class. Complete the following assignment:

You are the PR coordinator for the U.S. Consumer Product Safety Commission (CPSC). It is your responsibility to alert the public on items related to clothing and textiles that have been recalled due to law violation and/or product dysfunction. Once the problem has been identified it is your responsibility to compose an immediate news release. In your release, you must include the following:

- a. The company or manufacturer responsible
- b. The company or manufacturer's location
- c. The product and its malfunction
- d. The penalty
- e. The law/act that was violated and how it was violated
- f. How many items (approximately) are out on the market
- g. The injuries that occurred as a result of the malfunction or violation
- h. Comments from the company, the action taken by the company
- i. Contact information
- j. Important dates
- k. Release #
- l. Cost of product

Several examples of national news releases are on the following pages. You may use the format as an example for your news release.

**NEWS from CPSC**  
**U.S. Consumer Product Safety Commission**

Office of Information and Public Affairs

Washington, DC 20207

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FOR IMMEDIATE RELEASE

September 16, 1998

Release # 98-169

CONTACT: Jane Francis

(301) 504-0580 Ext. 1187

Limited Too Contact: Alfred S. Dietzel

(614) 415-7075

**CPSC, Limited Too, Inc. Announce Recall of Children's Satin Sleepwear**

WASHINGTON, D.C. - In cooperation with the U.S. Consumer Product Safety Commission (CPSC), Limited Too, Inc., of Columbus, Ohio, is voluntarily recalling about 390,000 children's satin pajama sets. The pajamas fail to meet federal flammability standards for children's sleepwear. The standards require sleepwear to be flame resistant, and if the fabric ignites, the flame must self-extinguish. Failure to meet the flammability standards presents a risk of serious burn injuries to children.

Limited Too has not received any reports of injuries from these pajama sets. This recall is being conducted to prevent the possibility of injury.

The satin pajama sets involved in this recall are available in sizes 6 through 14. The pajamas are woven, 100 percent polyester with a satin finish and are available in a variety of colors and patterns. The garments are two-piece pullover or front-button styles with sleeveless, short or long sleeved tops and bottoms. The sleepwear is labeled "made in Hong Kong," "Macau," "China" or "Sri Lanka."

Limited Too stores nationwide sold the pajamas from December 1995 through July 1998 for about \$15 to \$39.

Parents should immediately return these pajama sets to a Limited Too store for a full refund. For more information about this recall, consumers may call Limited Too at (800) 934-4497 between 8:30 a.m. and 5:30 p.m. EDT Monday through Friday. Consumers may also write to the company at 3885 Morse Road, Columbus, OH 43219.

This recall involves only 100 percent polyester, woven satin sleepwear sold from December 1995 through July 1998. All other sleepwear sold prior to these dates and sleepwear currently being offered by Limited Too is not subject to this recall.

**NEWS from CPSC**  
**U.S. Consumer Product Safety Commission**

Office of Information and Public Affairs

Washington, DC 20207

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FOR IMMEDIATE RELEASE

May 22, 1996

Release # 96-128

CONTACT: Kate Premo

(301) 504-0580 Ext. 1187

**CPSC and K-mart Announce Recall of Infant Girls' Rompers**

WASHINGTON, D.C. - In cooperation with the U.S. Consumer Product Safety Commission (CPSC), the K-mart Corporation, of Troy, Michigan, is voluntarily recalling 23,000 rompers for infant girls. The paint on the rompers' buttons is dangerous for young children because it contains an excessive level of lead. Because of the excessive lead levels, the rompers violate the Consumer Product Safety Act.

K-mart initiated the recall in response to a consumer's concerns about paint chipping from the buttons after washing the rompers. K-mart and CPSC are not aware of any injuries involving the garments. This recall is being conducted to prevent the possibility of injury.

The short sleeve, crew-neck rompers, which come in white with pink flowers or white with blue flowers, were available in three sizes: 12 months, 18 months, and 24 months. Three shiny plastic buttons on the front of the garments each measure approximately .5 inch in diameter. Sewn-in tags in the neck of the rompers read in part, "YOUNG CLASSICS (TM) 60% COTTON 40% POLYESTER RN # 42000 BANGLADESH." The style number 1832 appears on the rompers' hang tags.

K-mart stores sold the rompers nationwide for \$6.99 from January 1996 through April 1996 under the Young Classics label in the Kidsworld department.

Consumers should return the rompers to any K-mart store for a full refund. For more information about this recall, consumers should contact K-mart at their toll-free customer service line at (800) 63KMART. Consumers can also contact any K-mart store for more information.

The U.S. Consumer Product Safety Commission protects the public from the unreasonable risk of injury or death from 15,000 types of consumer products under the agency's jurisdiction. To report a dangerous product or a product-related injury and for information on CPSC's fax-on-demand service, call CPSC's hotline at (800) 638-2772 or CPSC's teletypewriter at (800) 638-8270. To order a press release through fax-on-demand, call (301) 504-0051 from the handset of your fax machine and enter the release number. Consumers can report product hazards to [info@cpsc.gov](mailto:info@cpsc.gov).

**NEWS from CPSC**  
**U.S. Consumer Product Safety Commission**

Office of Information and Public Affairs

Washington, DC 20207

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FOR IMMEDIATE RELEASE

March 11, 1996

Release #96-076

CONTACT: Kate Premo  
(301) 504-0580 Ext. 1187

**CPSC AND ZIP ZAG ANNOUNCE SWEAT SHIRT RECALL**

WASHINGTON, D.C. - In cooperation with the U.S. Consumer Product Safety Commission (CPSC), Zip Zag of Hoboken, N.J., is recalling approximately 18,300 women's cotton sweat shirts. The sweat shirts, which violate the federal Flammable Fabrics Act, burn faster than newspaper and pose a serious risk of burn injuries.

The women's long sleeve, 100 percent cotton, reversible fleece sweat shirts were available in six colors: grey, black, red, navy, cobalt, and wine. The sweat shirts have a crown and "#1 Strategy" on the front. Sewn-in labels on the neck of the sweat shirts read, "RED CABIN ... RN 65313 ... Made in Pakistan." The sweat shirts' hang tags read, "STYLE # 133033 ... RED CABIN." Dots retail stores in the East and Midwest sold the sweat shirts from July, 1995 to February, 1996 for \$10.

Consumers should immediately return these sweat shirts to any Dots store for a refund. For more information, consumers should call their local Dots store. Consumers can also mail the garment directly to Zip Zag Customer Service Center, Attention: Peter Luthria, 1422 Grand St., 3rd Floor, Hoboken, N.J. 07030. Zip Zag will send consumers a full refund, including postage costs.

CPSC learned of the flammability of the sweat shirts as a result of a consumer complaint.

The U.S. Consumer Product Safety Commission protects the public from the unreasonable risk of injury or death from 15,000 types of consumer products under the agency's jurisdiction. To report a dangerous product or a product-related injury and for information on CPSC's fax-on-demand service, call CPSC's hotline at (800) 638-2772 or CPSC's teletypewriter at (800) 638-8270. To order a press release through fax-on-demand, call (301) 504-0051 from the handset of your fax machine and enter the release number. Consumers can report product hazards to [info@cpsc.gov](mailto:info@cpsc.gov).

**NEWS from CPSC**  
**U.S. Consumer Product Safety Commission**

Office of Information and Public Affairs

Washington, DC 20207

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FOR IMMEDIATE RELEASE

November 12, 1998

Release #99-019

CONTACT: Ronald Yelnik

(301)504-0626 Ext. 1351

**The Neiman Marcus Group, Inc. to Pay \$112,000 Civil Penalty for Selling  
Flammable Bathrobes**

WASHINGTON, D.C. - The U.S. Consumer Product Safety Commission (CPSC) announced today that The Neiman Marcus Group, Inc. (Neiman Marcus Bergdorf Goodman) of Chestnut Hill, Massachusetts, has agreed to pay a civil penalty of \$112,500 to settle allegations that it violated both the federal Flammable Fabrics Act and the Consumer Product Safety Act by selling flammable bathrobes.

CPSC alleges that between 1988 and 1997, The Neiman Marcus Group, Inc. sold or offered for sale approximately 6,500 EGERIA terry cloth bathrobes that were highly flammable. CPSC also alleges that The Neiman Marcus Group, Inc. failed to report in a timely manner the flammability risk presented by the robes. CPSC's investigation has revealed that Neiman Marcus had received five reports of bathrobes igniting, resulting in two minor burn injuries, before it reported to CPSC.

In agreeing to settle this matter, The Neiman Marcus Group, Inc. denies that it violated neither the federal Flammable Fabrics Act nor the Consumer Product Safety Act. The Neiman Marcus Group, Inc. voluntarily recalled the EGERIA bathrobes in March 1997. For more information about the recall, consumers should call Neiman Marcus at (800)685-6695 or Bergdorf Goodman at (800)218-4918.

The U.S. Consumer Product Safety Commission protects the public from the unreasonable risk of injury or death from 15,000 types of consumer products under the agency's jurisdiction. To report a dangerous product or a product-related injury and for information on CPSC's fax-on-demand service, call CPSC's hotline at (800) 638-2772 or CPSC's teletypewriter at (800) 638-8270. To order a press release through fax-on-demand, call (301) 504-0051 from the handset of your fax machine and enter the release number. Consumers can report product hazards to [info@cpsc.gov](mailto:info@cpsc.gov).

**NEWS from CPSC**  
**U.S. Consumer Product Safety Commission**

Office of Information and Public Affairs

Washington, DC 20207

FOR IMMEDIATE RELEASE

CONTACT: Kim Dulic

May 26, 1999

(308)504-0580 Ext. 1183

Release #99-117

**CPSC, Firms Announce Recalls of Infant Cardigans**

**PRODUCT:** Infant Cardigans - Tommy Hilfiger U.S.A., Inc. (Tommy Hilfiger), of New York, N.Y., is recalling about 3,800 infant cardigans. The recalled fleece cardigans range in size from 3 to 24 months in colors red or navy. There are four plastic snaps on the front of the cardigans. The cardigans have long sleeves and two front pockets. High-end department stores nationwide sold the cardigans from August 1998 through October 1998, for about \$36.

**PROBLEM:** The cardigans' snaps can detach, presenting a choking hazard to infants.

**INCIDENTS/INJURIES:** Tommy Hilfiger has received one report of a snap detaching from a cardigan. No injuries have been reported.

**WHAT TO DO:** Consumers should immediately stop using these cardigans, and call Tommy Hilfiger Consumer Relations Department toll-free at (877) TOMMYCARES anytime to arrange for an exchange or full refund.



**Activity:****3****Textiles--From the Plant to the Consumer**

To understand all of the important steps in how textiles are manufactured, from the plant until it reaches the consumer as a final product, you and your classmates will create a play where each person will play a part of the production and distribution process. You will be divided into groups. Each group will pick a textile, but no two groups may choose the same textile. The play will be performed for your classmates, so they may see the important steps, processes, and the differences in textiles, performed before the product is put on the shelf for the consumer. You may use a variety of resources including the Internet, text books, the library, encyclopedias, journal articles, and interview information.

To be included in your presentation:

- C** Fiber production
- C** Yarn production
- C** Fabric production, manufacturing, and finishing
- C** Distribution
- C** Marketing to the industry
- C** Marketing to the consumer

## The Fashion Movement

Your teacher has assigned you a profession in the fashion industry during a specific time period. Assume the role of a person in that profession living in that era. Use several resources to explore economic choices for you and your family.

- T** Determine your weekly wage and yearly income for your profession.
- T** Determine how long you would need to work to buy certain items for your family.
- T** Determine clothing costs for you and your family (you may need to include materials needed to construct your own clothing)
- T** Determine your role in the fashion movement
- T** Determine society's views on fashion at that point in time
- T** Determine how a person's status and identification were impacted through dress
- T** Determine other factors that affected your role as a professional in the fashion industry at that time

### Suggested Fashion Eras

1900s	Edwardian elegance
1920s	Influenced by early movie stars
1930s	Carefree, jazzy, "flapper" era
1940s	Clingy, draped, & long
1940s	Padded look influenced by WW II
1950s	Poodle skirts, stiff (crinoline)slips, bobby socks & saddle shoes
1960s	Miniskirts, boxy jackets, coordinated outfits (influenced by Jacqueline Kennedy)
1970s	Leisure suits with bold neckties, pantsuits & bell bottoms

Prepare a written report including the elements listed above. Pictures and diagrams may be used as well. Include a works cited page with your report. Be prepared to discuss your findings with the class.

## **Wall Street "Warriors" Investment Club**

You are a member of The Wall street "Warriors" Investment Club to be referred to as the "The Club." Each member upon entering "The Club" will be required to invest \$5,000 in stocks related to the fashion industry. The company manufactures a product, may be a retail company, a modeling agency, etc. You, simulating a member of "The Club," will be required to complete the following tasks:

1. to provide a thorough analysis of the company and what it produces
2. to research a corporate annual report
3. to conduct a financial statement including the price of your stock and how many shares you purchased
4. to compare the performance of the company to other companies
5. to research current events both internal and external that may impact your company's financial future
6. record the daily fluctuation of your stock for two weeks
7. prepare a report of your stock's daily movement
8. prepare a report of your recommendations to buy or not buy stock based on your analysis of the company

## Do You Think Our School Should Adopt a Dress Code?

**Opening Set:** As the class begins, the instructor will start to read a series of announcements. As the teacher is “reading” the announcements, he or she will read a fake memo. The memo will read:

*Due to certain circumstances in our school, the school board will be placing into effect a dress code/uniform policy effective at the beginning of the next term/school year. Details of this policy will be forthcoming.*

**Introduction:** There should be some discussion as to the new policy and the manner in which the policy was introduced. Ask the students why they think this new policy is important to them.

1. How will this new policy effect you?
2. Do you like or dislike this new policy?
3. Do you think that it is fair?

**Perspectives:** Ask the students to generate a list of negatives and positives of the new policy. Ask them to also list what “circumstances” were eluded to in the announcement. Write on the board a “pro” and “con” list as well as a “Can they do that list?”

### Steps:

**Step I:** After the students have generated a sufficient number of pros and cons, divide them into three groups. You may wish to place students very opposed or very supportive of the policy in a group they will then have to defend.

**Step II:** After the students have been divided up, give them a few minutes to compose their arguments, using the lists from the board. One group will argue for the dress code. One group will argue against the dress code, and the third group will judge the merits of both sides and decide the issue for the class. Note: If the discussion has gone on longer than desired, the activity may be concluded in the next class.

**Step III:** Conduct a debate between the two presenting groups. You may determine your debate process in class or you may wish to follow Robert’s Rules of Order.

**Step IV:** After the student jury has reached its verdict and declared its finding, bring the class back together to discuss the finding. The jury will then discuss why they voted the way they did.

**Assessment:** Discuss the results of the debate. Why did the jury decide as they did? What sort of impression does clothing make on a person? Are some clothing items more appropriate in a particular setting than others? How does clothing affect your performance at school? Does clothing reflect how a person acts? You may want to have the students write an essay or reflection presenting their perspectives of the dress code policy.

## Costume Building with Recyclable Items

In groups, choose one of the following character types, then design and create costumes for them.

Your costumes will be created from materials supplied by the instructor, as well as materials collected from home. Try to use as little fabric as possible, while relying on found and recyclable items such as toilet paper, garbage bags, tape, staplers, newspaper, bottle caps, sticks, stones, plants, etc.

- ' You may use the materials any way you see fit.
- ' You may use any materials you find as long as they are not genuine articles of clothing. If the materials don't belong to you, ask permission before using them.
- ' You may not steal supplies or ideas from another group, although you may barter or trade supplies.
- ' Nothing is ugly, it's art.
- ' Be as creative as you can. You will be presenting your creations to the class and in a costume parade to the elementary students. Make sure to decide who will be wearing the costume (don't forget foot wear) and who will be presenting the costume

### Characters

- A. **A Bride:** she comes from a wealthy background and is very concerned with being in fashion. She has always dreamed of a big, traditional wedding..
- B. **The Monster From the Black Lagoon:** he's big, he's wet, he's sticky, he's slimy. Enough said.
- C. **A Shakespearean-type Wood Nymph Fairy:** male or female or non-gender specific. Your basic crafty little mischief maker should look "other-worldly" and maybe possess magical powers.
- D. **A Lion:** king of the jungle. The lion should have a good humored look to him. This lion is from a children's story theater script in story book style.
- E. **A Tree:** this tree is very overgrown and old and is - in fact - a sinister old witch who has had a spell cast on her a hundred years ago! The tree created all kinds of problems for the young hero. She should be free to move around.

## Guess the Career

1. Have the students cut out a variety of pictures representing different careers you have discussed within the fashion industry. (The following page provides a list of career possibilities) Make sure pictures are specific enough to identify the career by appearance only. Collect the pictures.
2. Have a student tape to your back one of the magazine pictures that have been collected. Have each student stand up and tape a picture to each one's back. Everyone needs to keep the pictures a secret.
3. Explain to the students that they will try to guess the career pictured on their back by asking others yes/no questions such as:
  - i Do you need a college education?
  - i Does it require strong reading, writing, or art skills?
  - i Do you need computer skills?
  - i Does the job require physical strength?

If the students are unable to guess after several yes/no questions, allow them to ask more specific questions related to the skills necessary to perform the job requirements. For example:

- i You would need to have strong art skills to do this job.
- i Industrial knowledge is a must if you do this job.

Students may remove the pictures as they correctly guess the career.

## General Fashion Careers

Advertising	Window Dressing	Wardrobe Consulting
Apparel Manufacturing	Textile Research and Development	Wholesaling
Display Design	Fabric Design	Publicist
Distribution Logistics	Print Artist	Entrepreneur
Dressmaking/Tailoring	Strike-off Artist	Costume Technician
Educator/Trainer	Fabric Stylist	Theatrical Costuming
Fabric Sales	Fashion Director	Costume Curator
Fashion Buying	Department Manager	Extension Agent
Fashion Designing	Fabric Librarian	Adult Education
Fashion Illustration	Market Analyst	Consumer Education
Fashion Journalism	Production Supervisor	Store Management
Fashion Photography	Plant Engineer	Store Planning and Designing
Fashion Show Planning	Industrial Engineer	Textile Chemistry
Fixture/Prop Design	Fashion Design	Textile Design
International Marketing	Sketching	Textile Manufacturing
Personnel Management	Apparel Manufacturing	Trend Forecasting
Product Development	Pattern Maker	Illustrator
Promotion Management	Sales	Visual Merchandising
Public Relations	Buyer	Advertising
Buying	Merchandise Manager	Account Executive
Sales	Model	Graphic Designing
Special Events Coordinator	Editor	Layout Artist



**Activity:**

**9**

## **Find Someone Who...**

One way people choose a career is based on their personal interests. The goal of this activity is to find out each other's interests.

1. Have the students identify their personal interest by completing a Personal Interests Inventory. Students will then circulate throughout the room getting signatures for their "Find Someone Who..." sheet. (See Worksheet).
2. After the activity is finished, hold a discussion about the students' findings. Point out their common and different group interests. What qualities would help them achieve their career interests? What are some personality strengths that would contribute to their future career success? How would these skills relate to careers in the clothing industry?

## Find Someone Who...

Speaks another language \_\_\_\_\_  
Plays a musical instrument \_\_\_\_\_  
Is good at sports \_\_\_\_\_  
Is interested in clothing, textiles, and design \_\_\_\_\_  
Is interested in science \_\_\_\_\_  
Likes to tinker with anything mechanical \_\_\_\_\_  
Enjoys working with animals \_\_\_\_\_  
Is interested in aviation \_\_\_\_\_  
Likes performing in public \_\_\_\_\_  
Seems to be able to teach others \_\_\_\_\_  
Has artistic ability \_\_\_\_\_  
Enjoys helping others \_\_\_\_\_  
Is interested in math \_\_\_\_\_

Read and writes well \_\_\_\_\_  
Likes constructing or building things \_\_\_\_\_  
Likes or would like to travel \_\_\_\_\_  
Likes to debate issues \_\_\_\_\_

Likes to sing \_\_\_\_\_  
Enjoys working with money \_\_\_\_\_  
Likes working with computers \_\_\_\_\_  
Types well \_\_\_\_\_  
Is good at growing plants \_\_\_\_\_  
Is a good salesperson \_\_\_\_\_  
Likes talking to people \_\_\_\_\_  
Gets along well with others \_\_\_\_\_  
Likes to organize things \_\_\_\_\_  
Wants to go to college/trade school \_\_\_\_\_  
Wants to join the military service \_\_\_\_\_

Would like to be on TV or radio \_\_\_\_\_  
Likes history \_\_\_\_\_  
Prefers the out-of-doors \_\_\_\_\_  
Enjoys working alone \_\_\_\_\_  
Likes talking on the telephone \_\_\_\_\_  
Enjoys personal grooming and clothing \_\_\_\_\_

Is concerned about the environment \_\_\_\_\_

## **Learning About Cultural Dress: Making and Using Salt Dough Human Puppets in the Classroom**

### **Introduction**

Puppet skits can be skits that are carefully thought out, written and produced; or they can be very spontaneous, and extemporaneous depending on how you want to use them in the classroom. Skits can be very short or up to ten minutes in length. Students and audience tend to lose interest if puppet skits get too long. If more information needs to be given in a skit, break the skit down into two or three episodes or acts.

Puppets can be used to introduce a subject, or they can be used to re-enforce and practice a concept. Puppets can also be used to act out stories from folklore, literature or current events. A fun way to use puppets is to act out a family celebrating a traditional or cultural holiday. Dress from various cultures could be explored by using a puppet adorned with various textiles, styles and accessories. Asking students questions about the ensemble. Puppet skits don't need to be played entirely with puppets. In some cases you may want the teacher, puppets, and audience to interact with each other. This technique can be used effectively when you are discussing many issues such as peer pressure, interpersonal communications, and problem solving.

### **Goals**

1. Student will design and create hand held salt dough human puppets, and decorate these puppets in the traditional dress of a chosen country or culture.
2. Students will research the history of dress within the culture and its impact on daily life in relation to family, economics, politics, literature, music, and art.
3. Students will use their research material to write a skit relevant to dress and culture in their chosen area of interest.
4. Students will conduct the puppet skits with necessary props, scenery, sound effects, and music, that will enhance and add to the meaning of the skit.
5. Students will perform their finished puppet skit for their classmates.
6. Students may wish to perform their skits for elementary students, on parents night, or with various groups within the school and/or community.

### **Procedures**

Recipe for Making Salt Dough

In a large mixing bowl, mix 1 cup salt with 2 cups flour. Add 2/3 cup of water and mix until dough sticks together. Knead dough like you do bread dough until the dough

becomes pliable and easy to work with. Add more water or flour as needed until dough becomes desired consistency.

#### Materials for Puppets

Two inch Styrofoam ball.

SALT dough (See recipe)

Two inch tube, cut from paper roll center, such as toilet paper or plastic wrap, etc.

Glue gun, or other fast drying glue.

Tempera or acrylic paints and brushes.

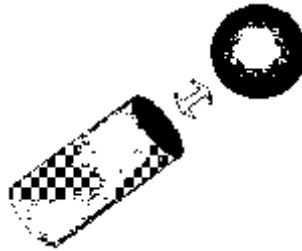
Can of clear spray gloss varnish.

Materials for clothing and accessories.

Materials for hair such as yarn, fake fur, or an old wig that can be cut up.

#### Directions

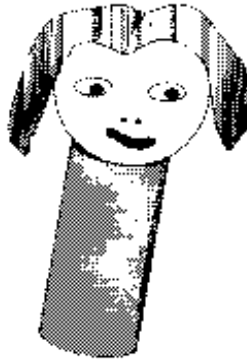
1. Fasten tube to ball with glue to form the neck and head of the puppet.



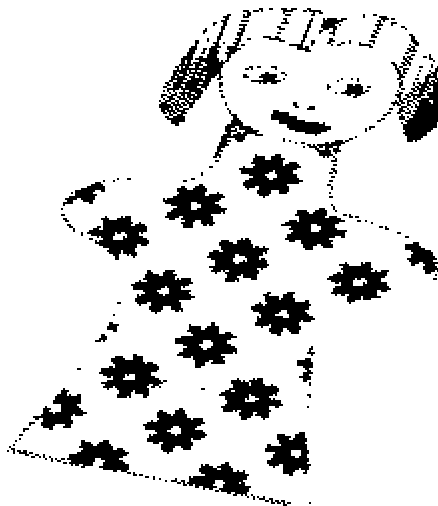
2. Cover ball with a small covering of salt dough about 1/8 inch thick. Add small pieces of dough to the ball to add the facial features of the eyes nose, and mouth.
3. Allow the puppet head to dry until hard. May take up to two days.
4. Paint puppet head with flesh colored paint. Let paint dry before proceeding.
5. Paint facial features on puppet head. Let dry.



6. Spray the puppet head with quick drying clear spray varnish. Let dry.
7. Fasten hair to puppet head using glue.
8. Make a one inch grid and enlarge puppet dress pattern.
9. Cut dress from pattern along outside of line. Sew along inside line.



10. Attach clothing to puppet with glue.
11. Finish decorating puppet dress and puppet in the culture of the country and role that it was designated to represent.



Fold neck opening inward  
when attaching to puppet

Fold Line

Pattern for  
Puppet Dress  
1/2 Scale

1/4 in. Seam Allowance

### **Suggestions for Implementation**

- # Create a dialogue between the two puppets discussing different issues related to dress and culture.
- # Puppets could demonstrate how to give an oral clothing history interview.
- # Students could take a story from folklore or literature and make it fit into an appropriate skit.
- # Students could take a traditional holiday and act it out with the puppets.
- # Students could read or view a movie that deals with family life in another country, and write their own version.
- # Subscribe to or make available to students newspapers or magazines from a variety of countries, or the cultural section in your local newspaper, or have students search various magazines for various articles related to the impact of dress on a particular society.
- # Students may research music from the country of their choice and design their puppet to simulate a traditional costume related to music.
- # Students could research a famous designer and write a skit about him/her. Students could display a picture of the designer's work and have the puppets describe the components of the ensemble and why/how they think it was created. They could develop a fashion show of that designer's works, or create their own outfit related to the designer's style.
- # Design an original costume or outfit.
- # Students could research folk music of a specific region or country and have a puppet dress accordingly.

### **Suggestions for Making Puppets Seem Alive**

One way to make puppets seem alive is to use over-sized props. If a skit calls for a puppet to handle objects, such as a fan, use a full size fan not a miniaturized one. Put sound effects with your puppets when an action is being performed. These sounds should be exaggerated sounds. When the puppet is drinking from a glass, make exaggerated gulping sounds. Hold puppets up straight from the elbow. Position the puppets so the audience can see their faces. Put your pinkie finger and thumb into the arm of the puppet's dress. Move your thumb and pinkie finger to make the puppet's arms move. Put your two middle fingers into the neck and tube of the puppet's head and move your fingers up and down to make the puppet's head twist and turn.

### **Discussion Questions**

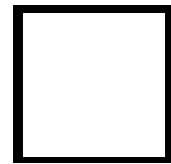
- What is the significance of the materials, patterns and styles selected?
- How old is the style? Do you think it is still being made today?
- How has it been changed to meet today's fads and styles?
- What materials did the designer use and why?
- Where did the designer come up with his/her ideas?
- What can we learn about a person's culture from his/her dress?

## Closet Cues: Care Labels & Your Clothes

Your favorite sweater shrank, your new pants puckered, and the colors in your designer shirt ran. You're furious.

Don't toss the clothes out just yet. If you followed the cleaning instructions on the care labels, you can return the garments and ask the retailer for an exchange or a refund.

Under the Federal Trade Commission's Care Labeling Rule, manufacturers must tag their clothing with at least one safe cleaning method. Garments sold without a care label — or with inaccurate cleaning instructions — may violate the Rule. Beginning July 1, 1997, manufacturers may use certain care symbols in place of words on labels. To help consumers understand the new symbols, the FTC says manufacturers must include written explanations of those symbols on hang tags or elsewhere on garments for the next 18 months.



**Dry**

This brochure explains the Rule, the new care symbols, and what to do if your clothes end up damaged — even after you've followed the care instructions.

### **When Is a Label Required?**

Care labels are required on most textile clothing. They are not required on clothing made primarily of suede or leather, footwear, items for the head and hands — such as hats and gloves — or on household items like sheets and towels. However, many manufacturers of these items provide care information voluntarily.

The care label must be attached firmly to a garment, be easy to find, and readable for the useful life of the garment. Some garments have more than one piece. If the pieces are sold separately — or if they require different care — each must have its own label. Otherwise, only one label is necessary.



**Bleach**



### **What Should the Label Say?**

In addition to giving a safe cleaning method, care labels must list any necessary warnings about that cleaning method. For example, the label must say whether any step of the care method — washing, bleaching, drying, ironing, or dry cleaning — could harm the garment, or other items cleaned with it.

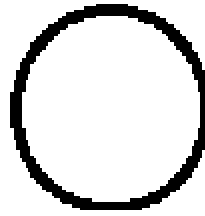
### **Does "Washable" Also Mean My Garment Can Be Dry Cleaned?**

Not necessarily. Only one method of safe care has to be listed — regardless of how many other safe methods could be used. The label does not have to warn about unsafe cleaning methods. For example, clothing labeled "washable" may not dry clean well.

### **What About Trim?**

Care instructions apply to all permanently attached parts of the garment, such as buttons, lining, or decorative trim. Labels that say "Dry Clean Only, Exclusive of

Decorative Trim" do not meet legal standards because they don't explain that the trim must be removed before the garment is cleaned, or give a separate care method for the trim.



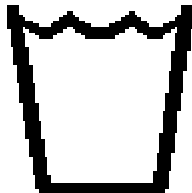
**Dry Clean**

### **What If I Have Problems?**

If you followed the washing instructions and your red-and-white shirt is now pink or if your garment was dry cleaned according to the care instructions and is damaged, return it to the retailer and ask for an exchange or refund. If the retailer won't cooperate, ask for the manufacturer's name and address, and write to the company.

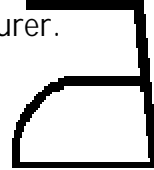
### **Assignment:**

You just bought a new shirt. You were careful to follow the care instructions but now it cannot be worn. In your letter, describe the garment and list information from the labels and tags. Estimate how many times you've washed the garment or had it dry cleaned. Include the full name and address of the retailer. Your letter may look something like the sample shown on the next page.



You also can contact the FTC by writing to: Consumer Response Center, Federal Trade Commission, Washington, DC 20580. Although the FTC can't resolve individual disputes, the information you provide may indicate a pattern of law violations requiring action by the Commission.

The FTC also would like to know if you've purchased clothing without a care label. Please include the name and address of the retailer and the manufacturer.



### **Can I Remove the Label?**

**Iron**

Care labels must be attached when you buy clothing. The recommended care could influence your purchasing decision. For example, you may want to avoid "dry clean only" items if you're concerned about cleaning costs.

Although you can remove a care label, you risk losing important information about the proper care of your garment.

### **For More Information**

For a free copy of Best Sellers, a complete list of FTC publications, contact: Consumer Response Center, Federal Trade Commission, Washington, DC 20580; 202-326-2222, TDD 202-326-2502.

## Sample Complaint Letter

(Your address)

(Your city, state, zip code)

(Date)

(Name of contact person)

(Title)

(Company name)

(Street address)

(City, state, zip code)

Dear (contact person):

On (date), I purchased (describe the garment) from (retailer's name and address). The care label indicated that (list information from the labels and tags). Unfortunately, my garment has been damaged because (explain the problem).

Therefore, to resolve the problem, I would like you to (state the specific action you want). Enclosed are copies (copies, NOT originals) of my records (receipts, canceled checks, and any other documents).

I look forward to your reply and a resolution to my problem (set a time limit). Please contact me at the above address or by phone (home or office numbers with area codes).

Sincerely,

(Your name)

## What Happened to Color?

Color affects people in many ways, and people see color differently, especially when colors are placed close together and interact with one another. Color interaction is an important consideration when planning one's wardrobe.

In the following activity, you will create color examples to show the interaction between colors of different values and between primary and secondary colors.

### **Materials Needed:**

Paint samples of various colors	Writing paper
Colored paper	Scissors
Felt pieces of various colors	Rulers
Glue	Wide felt tip markers
White poster board	Pens, pencils, or computers
Paints (at least primary colors)	

### **Definitions:**

Value - the amount of black or white in a color

Hue - the specific name of a color

Primary Color - the colors red, yellow, and blue; all other colors are made from these colors

Secondary Color - the colors of orange green and violet; these colors are made by mixing equal amounts of two primary colors

## **Activity**

1. Review the above definitions.
2. Working individually or with a partner, cut two pieces, the same size and shape, of the same medium-value color. Felt, colored paper, or paint samples may be used.

Cut one larger shape out of a light-value color. Cut a second larger shape (same size, shape and material as the first larger shape) out of a dark-value color.

Place one medium-value shape on the light color shape and the other medium-value shape on the dark color shape. Glue these examples to a poster board.

Write an explanation of what happens to the medium-value color shapes when they appear against the light- and dark- value color shapes. Glue this explanation below the examples on the poster board.

3. Next, cut three pieces of material of the same secondary color, all of the same size and shape.

Using the three primary colors, cut three larger pieces out of the same material, one of each color.

Place one secondary-color shape on each of the three primary-color larger shapes. Glue these examples on the poster board.

Write an explanation of what happens to the secondary color shapes when they appear against the three different primary color shapes. Glue this explanation below or beside the examples on the poster board.

4. Title and sign the poster.

As a class, share the posters and discuss the results of these interactions.

Questions for Discussion:

- < What did you observe occurring with the color interactions?
- < Why did people explain the interactions differently?
- < Why might they have seen (or didn't see) the interactions differently from other classmates?
- < How do color interactions affect one's appearance?
- < How might these interactions be used advantageously?
- < How might they pose a problem for the decorator?

More examples may be created using different aspects of color to show different color interactions. A color wheel may also be created by using only the primary colors, black and white to compose the appropriate colors.

## **ILLUSTRATED TALK**

Have students produce and present an Illustrated Talk to the class on the analysis of apparel and fashion. Illustrated Talk focuses on students' ability to make a presentation about life issues concerning family and consumer sciences and/or related occupations. Presentation uses props such as charts, posters, pictures, or other visual aids. The purpose is not to inform or lecture, rather to demonstrate. The intent is to present views on life issues in family and consumer sciences and how youth can address these issues.

### **Guidelines for Implementation:**

- i**      Use the FCCLA planning process to develop and implement the project
- i**      Consider the content of the presentation including the opening, relationship of issue to the individual, family or career preparation, subject knowledge, and the closing
- i**      Address methods students can use to address the issues
- i**      Consider presentation styles including voice, gestures, and grammar
- i**      Utilize visual aids to create an effective and visible presentation
- i**      Use the eight FCCLA purposes as a guideline
- i**      Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i**      Increase public awareness of the issue addressed and FCCLA

### **Project Suggestions:**

- <      Create a presentation outline
- <      Develop a written report and an oral presentation
- <      Research current and local demographics as supporting evidence
- <      Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- <      Video tape the presentation for future use and/or as a self-evaluation tool

## ENTREPRENEURSHIP

Conduct an FCCLA Entrepreneurship project in your classroom to analyze and explore the development of the fashion industry and examine the process of apparel production, promotion, and retail. Entrepreneurship recognizes students who develop a plan for a small business using family and consumer sciences and/or related occupations skills.

### Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Utilize skills and develop an understanding in facility management, budget and credit management, personnel management, and government regulations
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i Increase public awareness of the issue addressed and FCCLA

### Project Suggestions:

- < Create a manual documenting the steps throughout the process. You might want to include pictures, written works, newspaper articles, etc.
- < Create a display of pictures, brochures, newspaper clippings, and so on to be displayed in your school or community
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you used, and the end results
- < Develop a written summary of the events including a budget, forms and records used, management procedures (hiring, salaries and benefits, policies and procedures, etc.), laws, regulations and codes, supplies and equipment, and/or advertising and recruitment
- < Develop a business plan to include all elements of the business related to housing design and construction
- < Develop an organizational chart to include job titles and tasks



## APPLIED TECHNOLOGY

Conduct an FCCLA Applied Technology project in your classroom to examine fiber and textile product materials. Through the use of technology, students may practice several textile design skills associated with fabric finishes and dyes, construction techniques, and the physical and chemical properties of fibers. Applied Technology recognizes participants who develop a project using technology, and show evidence of problem solving, critical thinking and integration of applied communication, math and/or science skills in a family and consumer sciences and/or related occupations area.

### Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Utilize various technological resources
- i Apply academic skills from other curriculum areas to family and consumer sciences
- i Use critical thinking and problem-solving skills
- i Consider all elements of the presentation including grammar, tone, and body language
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i Increase public awareness of the issue addressed and FCCLA

### Project Suggestions:

- < Create a portfolio documenting the steps through the process. You might want to include pictures, written works, newspaper articles, etc.
- < Create a display of pictures, brochures, newspaper clippings, and etc. to be displayed in your school or community
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators, demonstrating the use of technology throughout your project
- < Create a video or slide show of your project, the process you used, and the end results
- < Develop a written summary of the events including a budget, forms and records used, management procedures (hiring, salaries and benefits, policies and procedures, etc.), laws, regulations and codes, supplies and equipment, and/or advertising and recruitment

## **INTERPERSONAL COMMUNICATIONS**

Students will develop an individual, school or community project to strengthen interpersonal communications and apply communication knowledge and skills to similar situations. The project should focus on communication skills through the illustration of apparel design considering all elements and principles of design.

### **Guidelines for Implementation:**

- i**      Use the FCCLA planning process to develop and implement the project
- i**      Consider the content of the presentation including opening, relationship of issue to individual, family life, or career preparation, subject knowledge, closing
- i**      Impact the strengthening of communication within the community, place of employment, family, peers or school relationships
- i**      Consider presentation style including voice, gestures, and grammar
- i**      Utilize visual aids to create an effective and visible presentation
- i**      Use the eight FCCLA purposes as a guideline
- i**      Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i**      Increase public awareness of the issue addressed and FCCLA

### **Project Suggestions:**

- <      Create a presentation outline
- <      Develop a written and oral report
- <      Research current and local demographics as supporting evidence
- <      Utilize visual aids to demonstrate your point
- <      Conduct mock interview sessions to practice occupational communication skills
- <      Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- <      Video tape the presentation for future use and/or as a self-evaluation tool

## SKILLS FOR LIFE

Conduct a Skills for Life project in your classroom to demonstrate techniques used to alter, produce, or repair textile products and apparel. Skills for Life provides an opportunity to develop a “how to” presentation that explains a life skill used to plan and/or implement a project related to a national FCCLA program.

### Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Develop written documentation of the presentation
- i Define the life skill used to reach project goals. Life skills are related to planning, goal setting, problem solving, decision making, and interpersonal communications
- i Demonstrate how the utilization of clothing construction equipment, tools and the techniques used to repair, alter, or recycle apparel items are useful skills for life
- i Demonstrate public speaking skills considering tone, terminology, and effective body language
- i Utilize organized and effective visual aids
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i Increase public awareness of the issue addressed and FCCLA

### Project Suggestions:

- < Develop a presentation consisting of an outline with the step-by-step procedures, an oral presentation utilizing effective visual elements, and provide responses to questions
- < Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- < Create a video or slide show of your project, the process you used, and the end results
- < Develop a written summary of the events that occurred
- < Develop a portfolio or manual of the events including pictures, written articles, and newspaper clippings

## **FOCUS ON CHILDREN**

Consider conducting an FHA Focus on Children project in your classroom to examine apparel selection, care and consumer strategies as it relates to children's needs. Focus on Children recognizes students who use family and consumer sciences and/or related occupations skills to plan and conduct a child development project that has a positive impact on children.

### **Guidelines for Implementation:**

- i**      Use the FCCLA planning process to develop and implement the project
- i**      Use a combination of knowledge from housing, interiors, and furnishings as well as child development to conduct a project that would have a positive impact on children
- i**      Address a current child development issue related to interior housing needs of children
- i**      Use the eight FCCLA purposes as a guideline
- i**      Work cooperatively with other school groups, community groups and/or volunteers to achieve project goals
- i**      Increase public awareness of the issue addressed and FCCLA

### **Project Suggestions:**

- <      Create a manual documenting the steps throughout the process. You might want to include pictures, written works, newspaper articles, etc.
- <      Create a display of pictures, brochures, newspaper clippings, and so on to be displayed in your school or community
- <      Present your project to other school groups, community groups, volunteer groups, parents, teachers and administrators
- <      Create a video or slide show of your project, the process you went through, and the end results
- <      Develop a written summary of the events that occurred

## JOB INTERVIEW

Consider having your students prepare for a job interview to analyze career paths within the textiles and apparel industry. Job Interview provides students with an opportunity to use family and consumer sciences and/or related occupations to develop a portfolio, participate in a simulated job interview, and communicate a personal understanding of job requirements.

### Guidelines for Implementation:

- i Use the FCCLA planning process to develop and implement the project
- i Apply for a job that matches students' current skills and relates to their career goals and interests
- i Interview skills are reflected through an interview
- i Consider presentation including portfolio, resume development, and interview process
- i Consider presentation style including voice, gestures, and grammar
- i Use the eight FCCLA purposes as a guideline
- i Work cooperatively with professionals and businesses in the housing, interiors, and furnishings industry

### Project Suggestions:

- < Develop a resume
- < Complete a job application
- < Develop a portfolio
- < Conduct an interview
- < Video tape the interview for future use and as a self-evaluation tool

## Alternative Assessment Activities

The following list provides 16 different means of assessment in the classroom. The following strategies provide generic assessment suggestions that may be used for a variety of activities.

### Sixteen Strategies:

1. “I learned statements” – One thing I learned today on a note card (5 minutes @ end of period)
2. Summary sheets – three or four key things learned on a note card (15 minutes @ end of Friday or at the end of the lesson/unit, in groups of 2 or 3)
3. Clear/Unclear thoughts – students put on note card something that was clear or not clear about the lesson
4. Key idea identification – what is the “Key Idea” of lesson/unit - transcends time and space
5. Question authoring – have each student develop one or two question from the lesson that can be used for review or for a test item
6. Circle meeting – all students in a circle; each student shares a thought about the topic; student has the right to pass
7. Journal entries – daily reflective writing in a journal connects self to lesson
8. Record keeping – students chart grades, progress, etc.
9. Learning illustrated – students sketch/draw a chart, cartoon, map, design of a concept learned
10. Thinking aloud – partners think about what they learned and share with the group
11. Focus groups – 3-4 students focus on a segment of study, and then share with the group
12. Personalizing learning – What is going on in personal life? Does it make a connection or not?
13. Authentic Applications – performance of learning, hands-on activities, “doing” it
14. Percolating – Question of the Week & find out during the week
15. Displays – display student work, “honor the student”, parent night
16. Parent Connections – letters and phone calls to parents (Sasaki style)

These strategies meet the following conceptual understandings:

Cause & Effect	Cycles & Change
Commonality & Diversity	Functions & Relationships
Systems & Patterns	Time & Space
Scale & Symmetry	Equalism & Order